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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 11 titles deal with the following topics: (1) teacher self-assessment and analysis of feedback to student miscues during oral reading; (2) the humor found in basal readers appropriate to second and fourth grade students; (3) an investigation of the cloze reading inventory as a qualitative and quantitative measure of the reading proficiency of selected suburban school children; (4) using reading ability levels to determine appropriateness of school placement; (5) an investigation of the maze procedure in assessing reading levels of incarcerated adults; (6) an examination of the occurrences of narrative and expository text structures and the instruction for the two text structures in six basal reading series; (7) a study of the relationships of readability among elementary science textbooks adopted by Texas using five measures; (8) a comparison of the subtests of the Gesell School Readiness Screening Test as predictors of reading achievement; (9) the presence and function of illustrative materials in ninth grade social studies and science texts; (10) the validity and reliability of a ten percent random deletion cloze test for assigning students to content area textbooks; and (11) the ability of the Washington Pre-College Test English composite scores and high school grade point average to predict college English grades and overall college grade point averages, and the variables that affect the test scores. (HOD)

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Abstracts of the following dissertations are included in this collection:

Antes, Carole A.
TEACHER SELF-ASSESSMENT AND ANALYSIS OF FEEDBACK TO STUDENT MISCUES DURING ORAL READING

Barnhart, Nikki Clark
THE HUMOR FOUND IN BASAL READERS APPROPRIATE TO SECOND AND FOURTH GRADE STUDENTS

Casbergue, Renee Michelet
AN INVESTIGATION OF THE CLOZE READING INVENTORY AS A QUALITATIVE AND QUANTITATIVE MEASURE OF THE READING PROFICIENCY OF SELECTED SUBURBAN SCHOOL CHILDREN

Daugherty, Roy Arthur
USING READING ABILITY LEVELS TO DETERMINE APPROPRIATENESS OF SCHOOL PLACEMENT

Fisher, Alice Shields
AN INVESTIGATION OF THE MAZE PROCEDURE IN ASSESSING READING LEVELS OF INCARCERATED ADULTS: TEXAS DEPARTMENT OF CORRECTIONS

Kirkpatrick, Jeanetta Kay
AN EXAMINATION OF THE OCCURRENCES OF NARRATIVE AND EXPOSITORY TEXT STRUCTURES AND THE INSTRUCTION FOR THE TWO TEXT STRUCTURES IN SIX BASAL READING SERIES

Montgomery, Laura E.
A STUDY OF THE RELATIONSHIPS OF READABILTIY AMONG ELEMENTARY SCIENCE TEXTBOOKS ADOPTED BY TEXAS USING FIVE MEASURES

Sapp, Dolores Wenter
A COMPARISON OF THE SUBTESTS OF THE GESELL SCHOOL READINESS SCREENING TEST AS PREDICTORS OF READING ACHIEVEMENT

Seeber, Suzanne Rapier
THE PRESENCE AND FUNCTION OF ILLUSTRATIVE MATERIALS IN NINTH GRADE SOCIAL STUDIES AND SCIENCE TEXTS

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THE VALIDITY AND RELIABILITY OF A TEN PERCENT RANDOM DELETION CLOZE TEST FOR ASSIGNING STUDENTS TO CONTENT AREA TEXTBOOKS

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DETERMINING THE ABILITY OF THE WASHINGTON PRE-COLLEGE TEST ENGLISH COMPOSITE SCORES AND HIGH SCHOOL GRADE POINT AVERAGE TO PREDICT COLLEGE ENGLISH GRADES AND OVERALL COLLEGE GRADE POINT AVERAGES AND IDENTIFYING VARIBLES THAT AFFECT WPCT COMPOSITE SCORES FOR STUDENTS AT EASTERN WASHINGTON UNIVERSITY

TEACHER SELF-ASSESSMENT AND ANALYSIS OF FEEDBACK TO STUDENT MISCUES DURING ORAL READING

Order No. DA8509130

ANTES, CAROLE A., PH.D. *Indiana State University*, 1984. 200pp.
Chairperson: David Waterman

The purpose of this study was to develop a means by which teachers could systematically analyze their verbal feedback to students' miscues during oral reading instruction and to determine if self-assessment would result in changes in feedback patterns related to selection, form, and timing.

Two instruments were utilized: (1) The Miscue Feedback Form (MFF), which was designed to code salient variables of teacher feedback and (2) the Feedback Summary Survey (FSS), which was designed to draw teachers' attention to their patterns of feedback and orientations toward reading.

The sample included six teachers, comprising an entire primary staff in an elementary school in Terre Haute, Indiana, and one of each teacher's regular reading groups. In phase one of the study the feedback of each teacher to 60 miscues was audio taped and then coded by the researcher using the MFF. In phase two, teachers participated in self-assessment by analyzing the first 20 of the 60 miscues, completing the MFF and FSS. In phase three, the feedback to 60 additional miscues was again recorded and coded by the researcher using the MFF. Chi-Square analysis was utilized to determine the significance of observed changes between pre- and post-assessment feedback.

The findings of the study supported the following conclusions: (1) The MFF and FSS are viable instruments for self-assessment. (2) Changes in post-assessment patterns, generally in the direction considered desirable by reading authorities, were observed following self-assessment when teachers express a desire to change. (3) The relationship between self-assessment and selection is not clear from this study. (4) There is a relationship between self-assessment and form of feedback: (a) Changes are generally from utilizing a feedback pattern in which one or two preferred forms are dominant to a more flexible use of various forms, and (b) Self-assessment has least effect on the use of context clues which are observed relatively infrequently. (5) There is a relationship between self-assessment and timing of feedback: (a) Changes are toward more delayed feedback, which is an uncommon pattern, and (b) Delaying feedback to the next sentence break or after is the most uncommon pattern even though increased use of this type of timing followed self-assessment.

THE HUMOR FOUND IN BASAL READERS APPROPRIATE TO SECOND AND FOURTH GRADE STUDENTS

Order No. DA8506492

BARNHART, NIKKI CLARK, ED.D. *University of Maryland*, 1984. 224pp.
Supervisor: Dr. Robert M. Wilson

Interest in the topic of humor has stemmed from beliefs that humor is connected with other phases of development, and that humor peaks when the cognitive demands of the situation are congruent with the level of the child. A descriptive study was planned to investigate the humor found in second and fourth grade basals to determine types of humor included, the formats of humor, patterns and trends, and the directions concerning humor found in teachers' manuals.

The literature indicated that humor may begin somewhere in the first two years of life, and that stages of humor development which may be linked to cognitive stages are undergone. Language is important in humor, for much humor is created by violating the rules of grammar and language. Children enjoy humorous literature, although there are differences in individual preferences.

Basal readers chosen for the study were the four series most used in the local area. These included those published by Ginn; Harcourt, Brace and Jovanovich; Holt, Rinehart and Winston; and Scott, Foresman. Rater reliability was established by a pilot study as 91.7%. Data were analyzed by recording numerical information on tables and graphs, and by describing what was found in the basals. Examples of humor, the formats, and instructions were given.

Three main types of humor, Character, Situational, and Verbal, were found, and these could be divided into subgroups. Examples of each type and subgroup were found at both levels, but each subgroup was not found in each basal. All formats were used in the basals. In both grades, pictures were the least used format. Text was the most used in fourth grade and conversation most used in second.

Second grade basals seemed to show some similarities in patterns of humor, but variations were found in fourth. A trend toward using more verbal humor was found in fourth grade, and more character humor was used in second. Both levels contained approximately the same amounts of situational humor. Instructions concerning humor in teachers' manuals were infrequent at both the second and fourth grade levels. Those that were found mainly concerned situational humor.

AN INVESTIGATION OF THE CLOZE READING INVENTORY AS A QUALITATIVE AND QUANTITATIVE MEASURE OF THE READING PROFICIENCY OF SELECTED SUBURBAN SCHOOL CHILDREN

Order No. DA8507562

CASBERGUE, RENEE MICHELET, PH.D. *University of New Orleans*, 1984. 199pp.

The Cloze Reading Inventory (CRI) was developed by De Santi as a means of evaluating readers' comprehension abilities based on indepth analysis of their responses to cloze passages. The CRI scoring method yielded four scores that provided quantitative and qualitative estimates of readers' proficiency in using semantics and syntax to construct meaning from text. Sullivan's preliminary investigations of the validity and reliability of the CRI based on original cloze passages developed for grades 3, 5, 7, 9, and 11 indicated that the instrument possessed adequate validity and reliability, although some refinements were needed.

One purpose of this study was to extend the CRI by including new passages developed for grades 4, 6, 8, 10, and 12, and testing the validity and reliability of the passages. Further, this study was conducted to investigate the effects of various refinements on the CRI's validity and reliability. Finally, the study sought to determine whether useful qualitative judgements about students' reading proficiency could by made based on the scoring method employed by the CRI.

Cloze passages developed for this study were administered to 408 children selected from a large suburban school system. The students' scores on these passages were correlated with their scores on the Comprehensive Test of Basic Skills as a measure of the CRI's concurrent and predictive validity. The equivalence of alternate forms and the alternate forms reliability of passages were also determined.

The results of this study indicated that the CRI does possess adequate validity and reliability, although statistically significant differences were noted between forms at each grade level. Post-hoc analyses indicated, however, that the CRI is most valid and reliable when three, rather than four, passages are included at each grade level. Further, when only three passages are used, few differences of practical significances are noted between forms. Qualitative analysis of students' responses indicated that much useful disgnostic information about students' reading proficiency can be obtained when the scoring procedures included in the CRI are carried out.

Based on these results, it is concluded that the CRI can be a valuable addition to the reading assessment instruments currently available to teachers.

USING READING ABILITY LEVELS TO DETERMINE APPROPRIATENESS OF SCHOOL PLACEMENT

Order No. DA8508941

DAUGHERTY, ROY ARTHUR, PH.D. *University of Colorado at Boulder*, 1984. 124pp. Director: Hazlett Wubben

This study investigated the problem of whether there is a relationship between reading ability and achievement and whether reading ability can be used to determine the appropriateness of student placement into learning stituations. This was done by determining the relationship of reading ability to class grades and the relationship of class grades to the discrepancy between reading ability and readability.

The tested population consisted of 170 high school sophomores and juniors (263 cases) enrolled in social studies courses.

The data that were collected included: (1) Reading ability, using the California Achievement Test, Form D, Level 19; (2) Readability levels for textbooks and final examinations using the Fry Readability Test; (3) The discrepancy between student reading ability and the readability levels of course materials students were expected to read; (4) Student attitudes toward schooling using the Student Opinion Questionnaire (SOQ), developed by Lary Johnson and R. W. Faunce for the Minneapolis Public Schools; and (5) Quarter grades and final examination grades for each student.

This research established that: (1) The readability levels of textbooks in classrooms often exceeds the reading ability of the students who use them. Textbook readability was more than one grade higher than reading ability in 33.3 percent of the cases; examination readability was more than one grade higher than reading ability in 38.7 percent of the cases. (2) A strong association between reading ability and achievement indicates that the higher student reading ability, the higher achievement on final examinations and course grades. (3) Reading ability is strongly associated with final grades and can be used as a predictor of achievement. (4) A significant relationship between student achievement and the discrepancy between student reading ability and the readability level of course materials indicates that the more negative the discrepancy, the lower the level of achievement. (5) Low reading ability is strongly associated with course and examination failure. On final examinations the failure rates for elementary reading level students was 100.0 percent; for junior high reading level students, 51.5 percent; and for senior high reading level students, 12.2 percent. (6) Some students are inappropriately placed.

AN INVESTIGATION OF THE MAZE PROCEDURE IN ASSESSING READING LEVELS OF INCARCERATED ADULTS: TEXAS DEPARTMENT OF CORRECTIONS

Order No. DA8512120

FISHER, ALICE SHIELDS, ED.D. *Texas Southern University*, 1984. 118pp. Adviser: Sumpter L. Brooks, II

The purpose of this investigation was to determine whether significant correlations exist between comprehension and vocabulary scores on the maze procedure test and the Gates-MacGinitie Reading Tests when these instruments are administered to incarcerated adults. The investigator conducted this investigation during the spring of 1983. The sample (N = 299) from the population (N = 1,300) was randomly selected from alphabetical class rosters of the ten Texas Department of Corrections units randomly selected for this investigation. Subjects attended regular academic classes in the Windham School System (Texas Department of Corrections). For this investigation, the Test of Adult Basic Education, Level M, Form I, reading scores were used to classify readers as proficient (Group A) or nonproficient (Group B). Subjects with a reading score of 6.0 to 9.0 were identified as proficient readers (N = 174). Subjects with a reading score of 4.0 to 5.9 were identified as nonproficient readers (N = 125). The predicted variables in this investigation were comprehension and vocabulary scores obtained from the Gates-MacGinitie Reading Test, while comprehension and vocabulary scores obtained from the maze procedure test served as predictor variables. To determine whether significant correlations existed between predicted and predictor variables, the investigator used the Pearson Product-Moment Correlation (r) method. The .05 level of probability was used as a criterion to support or not to support the null hypotheses.

When comparing comprehension and vocabulary scores from the maze procedure test with comprehension and vocabulary scores from the Gates-MacGinitie Reading Tests using proficient and nonproficient incarcerated adult readers, it was concluded that significant and positive correlations existed between the two measures. This investigation should be replicated in other instructional settings representing adult readers with diverse goals, reading abilities, attitudes, motivations, and backgrounds to confirm or challenge the results of this investigation.

AN EXAMINATION OF THE OCCURRENCES OF NARRATIVE AND EXPOSITORY TEXT STRUCTURES AND THE INSTRUCTION FOR THE TWO TEXT STRUCTURES IN SIX BASAL READING SERIES

Order No. DA8518848

KIRKPATRICK, JEANETTA KAY, PH.D. *The University of Iowa*, 1985. 134pp. Supervisor: Jack Bagford

This study was designed to survey the relative frequencies of narrative and expository text structures as well as the amount of instruction for these text types in six basal reading series. The textbooks, workbooks, and the teacher's manuals at the 6th grade level were analyzed and the data collected from these sources provided the statistics for comparison.

The textbook selections were categorized by text structure and those with narrative and expository text structures were compared in terms of number of pages, illustrations, new vocabulary, sentence length, and readability.

The workbook pages were categorized by the text structure of the passage on the page and compared by the presence or absence of information or instruction on text structure.

The suggestions in the teacher's manuals were compared to a prototype of instruction, skill development, and activities on text structure.

It was clear that the use of the narrative structure predominates in the teaching of reading in the six basal series at the sixth grade level. The difficulty level was greater for the selection in the textbooks with expository text structure. There were limited occurrences of expository and narrative text structure, information or instruction in the workbooks.

The teacher's manuals did not provide text structure information explicitly and consistently and the manuals neglected to provide instruction and practice in written expression using a specific text structure.

Suggestions and recommendations for the publisher and the practitioner were discussed.

A STUDY OF THE RELATIONSHIPS OF READABILITY AMONG ELEMENTARY SCIENCE TEXTBOOKS ADOPTED BY TEXAS USING FIVE MEASURES

Order No. DA8516731

MONTGOMERY, LAURA E., PH.D. *Texas Woman's University*, 1985. 253pp.

Readability is one of the most prominent concerns when selecting textbooks. In the fall of 1984, the Texas Education Agency adopted five elementary textbooks for use in grades four, five, and six. The textbooks were published by Silver-Burdett; Holt, Rinehart, Winston; Scott-Foresman; Addison-Wesley; and Merrill. The primary purpose of this study was to examine the relationships that existed between the publishers readability levels of the five elementary science textbooks and the readability levels established by the Fry Readability Graph, the Dale-Chall Readability Formula, the cloze technique, student judgment, and teacher judgment. Further, the study sought to investigate the differences that existed between girls and boys performances on the cloze technique. One hundred thirty one students in grades four, five, and six from three schools in a large suburban school district in the Dallas-Fort Worth Metroplex who had parental consent participated in the study. The results of this study indicated that the Fry Readability Graph produced readability levels more consistent with the reading levels of intermediate grade students than did the Dale-Chall Readability Formula. No significant relationship existed between the students' cloze performance and the Fry and the Dale-Chall readability measures. No significant relationship existed between the students' judgment and the teachers' judgment of reading difficulty and the performance of the students on the cloze tests. A significant relationship existed between the teachers' judgment of reading difficulty and the readability levels established by the Fry Readability Graph, but not with the Dale-Chall Readability Formula. Differences in the cloze scores by sex were not significant. Significant differences existed between students' performance on the cloze and the different textbooks. Teaching experience apparently did not aid the teachers in judging the readability levels of the science textbooks similarly to the Fry or the Dale-Chall readability measures. Due to the poor performance of the subjects in this study on the cloze tests and the frustration experienced by all of the groups, the researcher recommends more research investigating the cloze technique and other readability measures using science materials.

A COMPARISON OF THE SUBTESTS OF THE GESELL SCHOOL READINESS SCREENING TEST AS PREDICTORS OF READING ACHIEVEMENT

Order No. DA8505938

SAPP, DOLORES WENTER, ED.D. *University of Central Florida*, 1984. 128pp. Major Professor: Patricia C. Manning

The major purpose of this study was to determine which subtests of the Gesell School Readiness Screening Test are the best predictors of reading achievement. The procedure used was a stepwise multiple regression to determine which subtests were the best predictors of achievement for each reading section of the Comprehensive Test of Basic Skills.

Seventy-two students from four schools were evaluated for this study. Three testing instruments were administered to these students. They were the Gesell test, the Otis-Lennon test, and the reading subtests of the Comprehensive Test of Basic Skills.

THE PRESENCE AND FUNCTION OF ILLUSTRATIVE MATERIALS IN NINTH GRADE SOCIAL STUDIES AND SCIENCE TEXTS

Order No. DA8510245

SEEBER, SUZANNE RAPIER, PH.D. *Kansas State University*, 1984. 268pp.

Illustrative materials accompanying expository text as adjunct aids are assumed to help the reader understand and remember text. Duchastel (1978) considered the functional role illustrative materials served with text. An illustrative material can be: (a) attentional, by enhancing interest and motivation; (b) explicative, by explaining an aspect of the topic being presented; or (c) retentional, by facilitating storage in and retrieval from memory of the ideas in text.

In this study, a set of 4 booklets were constructed (No, Attentional, Explicative, Retentional) for both a social studies and a science passage of approximately 875 words. Ninth grade students of either average or high reading ability read a passage and then completed a free recall exercise. Three days later, they took a (delayed cued recall) test over the passage. All students completed both passages, which were counterbalanced in order of administration.

The independent variables were reading ability and illustrative condition. The dependent measures were free recall of the main idea and detail units (scored by trained raters) and number of correct responses for main idea and detail questions on a delayed cued test of recall about the passage. The free recall and delayed cued recall scores were analyzed separately for the social studies and the science passage using multivariate analysis of variance.

Reading ability was found to have the most significant effect on free and cued recall scores for both social studies and science. Illustrative condition had no effect on social studies scores. Illustrative condition had a significant effect on science scores with the No Illustrative materials condition providing the highest scores on immediate free recall and the Explicative condition providing the highest scores for delayed cued recall. There was no interaction for reading ability and illustrative condition for either social studies or science scores.

Implications for study skills, classroom teaching, and textbook selection are discussed with reference to an analysis of illustrative materials in ninth grade social studies and science textbooks which was conducted concurrently. The generally low scores of the retentional illustrative condition suggest a need for further research in this area while controlling text and learner variables.

THE VALIDITY AND RELIABILITY OF A TEN PERCENT RANDOM DELETION CLOZE TEST FOR ASSIGNING STUDENTS TO CONTENT AREA TEXTBOOKS

Order No. DA8504637

STARSHINE, DOROTHY, PH.D. *University of Georgia*, 1984. 125pp. Director: George Mason

The focus of this study was the validity and reliability of 10 percent random deletion cloze tests. Since 1953 when Wilson Taylor named the cloze test and suggested methods for using it, cloze tests using an every-fifth-deletion have been thoroughly validated. Random deletion cloze tests have not been so well investigated. This study determined the significance of 10 percent random deletion cloze test scores.

Six fourth-grade classes (n = 111) and six sixth-grade classes (n = 118) took both a teacher-made test and a 10 percent random deletion cloze test. Each teacher created and administered a 30-item objective test. These tests contained a wide variety of question types. A computer program produced a 50-item random deletion cloze test which always had one word between blanks. The blanks were of standard length; first and last sentences were left intact; and answers were scored verbatim.

Both tests were based on a social studies textbook. To block order of administration effects, three teacher-made tests were based on the first half of the passage and three on the second half. The cloze test was based on the alternate part of the passage.

Pooled Pearson product-moment correlation coefficients of the teacher-made tests with the random deletion cloze tests for each grade level were .55 ($p < .001$) at the fourth-grade level and .46 ($p < .001$) at the sixth-grade level. A cloze test score of 46 percent at the fourth-grade level and a score of 39 percent at the sixth-grade level were equivalent to 75 percent on the teacher-made test for the respective levels. Reliability coefficients on the twelve cloze tests ranged from .70 to .86. The Spearman-Brown Prophecy Formula indicated the least possible number of cloze test items with a reliability of .70 would have been 19.

A 10 percent random deletion cloze test was moderately valid and reliable. Mean scores were equivalent to those obtained with tests based on an every-fifth-word deletion without the variability inherent in nth deletion cloze tests. Therefore, it is recommended that this cloze test format receive additional consideration as a device for predicting student success in reading content area texts.

DETERMINING THE ABILITY OF THE WASHINGTON PRE-COLLEGE TEST ENGLISH COMPOSITE SCORES AND HIGH SCHOOL GRADE POINT AVERAGE TO PREDICT COLLEGE ENGLISH GRADES AND OVERALL COLLEGE GRADE POINT AVERAGES AND IDENTIFYING VARIABLES THAT AFFECT WPCT COMPOSITE SCORES FOR STUDENTS AT EASTERN WASHINGTON UNIVERSITY Order No. DA8510979

STEPHENS, CORA JOAN, ED.D. *Gonzaga University*, 1984. 138pp.
Chairperson: Sandra M. Wilson

The purposes of this study were: first, to determine the extent to which the English Composite of the Washington Pre-College Test (WPCT) and the high school grade point average (HSGPA) were able to predict accurately college students' performance in college English and in college; and second, to determine if sex, age, and ethnicity affected achievement on the WPCT.

The subjects were entering Eastern Washington University students during the fall quarter of 1980; the winter, spring, and fall quarters of 1981; and winter, spring, and fall quarters of 1982. A total of 1,816 students who were between the ages of fifteen and twenty years old when they took the WPCT was the target population. There were 851 male subjects and 965 female subjects. They were grouped by ethnic backgrounds including Black, Indian, Asian, Caucasian, Hispanic, and "Other."

The findings of this research revealed that the WPCT English composite scores and HSGPA are significant predictors of English grades and overall performance of freshmen, sophomores, and juniors. However, the WPCT English composite and the HSGPA scores are weak predictors of success in English classes. The findings also revealed a significant relationship between the WPCT English composition scores and the variables of sex, age, and ethnicity.

Recommendations for future study include (a) looking at the correlation between the WPCT English composite score and the high school English curriculum; (b) investigating the variables of sex, age, and ethnicity as they relate to success in English classes; and (c) replicating the study at other Washington universities and colleges to determine if similar results occur.

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